

Halesworth Day Nursery

Halesworth Day Nursery, School Lane, HALESWORTH, Suffolk, IP19 8BW

Inspection date	10/10/2014
Previous inspection date	17/01/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The staff demonstrate effective teaching skills as they make good use of questioning and facilitate rich discussions, which enhances children's communication and language skills.
- Children are well safeguarded due to the robust recruitment procedures and the staff's good understanding of their roles and responsibilities in protecting children in their care.
- The staff have developed highly successful partnerships with parents. As a result, all children, including those with special educational needs and/or disabilities, are motivated to learn and make good progress.
- The management team make good use of self-evaluation to effectively identify the setting's strengths and weaknesses. As a result, robust plans are in place for improvement and many have been implemented to improve the outcomes for children.

It is not yet outstanding because

- The methods used to monitor and further enhance staff performance do not yet include activities, such as planned peer observations, so that staff can build on already good practice.
- There are fewer opportunities to extend the youngest children's learning, to an optimum level, in the outside area. This is because routines do not always ensure they have maximum time to play in the outside space, away from large groups of children.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all the rooms and the outside learning environment.
- The inspector conducted a joint observation with a staff member who holds the Early Years Practitioner status.
- The inspector held meetings with the management team of the setting.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Kerr Cobbett

Full report

Information about the setting

Halesworth Day Nursery was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within a converted school building in the centre of Halesworth, Suffolk. The setting operates from four ground-floor playrooms. Children have access to two enclosed outdoor play areas. It is open each weekday, from 8am until 6pm, 51 weeks a year. A maximum of 52 children may attend the setting at any one time. There are currently 69 children on roll. The setting supports children with special educational needs and/or disabilities. The setting receives funding for the provision of free early education for three- and four-year-old children. The setting serves the immediate and surrounding local area. There are 13 members of staff employed, 11 of whom hold appropriate early years qualifications. One member of staff holds Early Years Professional status.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance staff practice further by introducing more astute methods, such as peer observations, to focus more sharply on the impact of staff's practice with children
- enhance children's progress even further by reviewing the flexibility of outside routines to ensure that all children are able to make maximum use of the outdoor environment, to further enhance their learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a strong awareness of how children learn. The use of skilful questioning and good role modelling demonstrates effective teaching skills. Staff make good use of spontaneous opportunities, which extend children's ability to think critically. For example, staff use raindrops that have fallen on the green house in the garden as a valuable learning opportunity. They provide children with magnifying glasses so that they can examine the raindrops close up and engage them in language-rich discussions. Children in the pre-school room are provided with rich opportunities to develop their literacy skills. The warm and welcoming environment allows children to explore independently, consequently learning through meaningful play. As a result, children make good progress across the seven areas of learning, which is preparing them well in readiness for school. Staff understand that all children are individuals and learn as they play and explore in their own way. Therefore, children with special educational needs and/or disabilities receive appropriate support, which is specific to the way they learn. This sensitive interaction from staff enables children to feel secure. Staff regularly complete written observations and use

photographic evidence to illustrate children's achievements. Clear next steps in learning are identified and used to extend children's learning further through a comprehensive planning system, which is displayed in each room. Observations of what children can do are effectively shared with parents and as a result, some parents have gone on to offer messy play activities at home, to further support their children's learning. This cohesive approach ensures children's individual needs are very effectively met and as a result, children are making good progress.

Staff make good use of open-ended questioning and encourage children to make links to the things they see around them in their community. For example, when children build with bricks, staff incorporate mathematical language and support them to reflect on what they could do with the bricks. The staff effectively extend activities by inspiring children to become involved in this role play, while wearing hard hats and safety jackets themselves. As a result, children remain focused and fully engaged and talk about what they are building. This means that children's communication and language skills are developing well. An exciting and interesting range of activities, which cover all areas of learning, is offered on a daily basis. In the baby room, staff display children's artwork and photographs on the walls in order to provide a stimulating environment. Babies show good levels of self-confidence and independence as they hold onto the furniture to pull themselves up and explore their interesting surroundings. Staff ensure that babies are able to make their own choices about how and where they spend their time, while remaining at their level to support development. Staff acknowledge the sounds the babies make with their beakers, asking if they are 'banging the drum?' As a result, babies grow in confidence.

Children's mathematical development is supported well. Staff carefully select and position specific puzzles in the outdoor play area, in order to engage and interest the boys, who particularly enjoy playing outside. The pre-school children model language, which they have learned from staff and carefully explain that, 'I just need to find the two cows to fit together'. Younger children purposefully play with the dolls and prams and are beginning to represent their own ideas through role play and by mirroring what they have seen in real life situations. Children use a wide range of equipment to make marks, which is appropriate for their age and stage of development. For example, older children have opportunities to make chalk rubbings, while babies confidently explore gloop with their hands. Parents are provided with good opportunities to be involved in their child's learning and development. Parents are fully informed about the progress that their children make and are encouraged to contribute to their children's learning records. In addition, parents are invited to events, such as open days, where they can explore their children's learning environment and discuss their child's individual learning and progress with their child's key person.

The contribution of the early years provision to the well-being of children

Children are happy and relaxed in the setting. Staff quickly get to know children, as they ask parents to provide background information about their child's care, including medical needs and dietary requirements, when their children first start. This supports continuity in

children's care. Staff work closely together and ensure that transitions between each room are smooth, as children become ready to move on in their learning. This effectively promotes children's well-being and self-esteem. For example, children move on from the baby room when staff feel they are fully ready, which can sometimes be before they turn two. This demonstrates how the setting fully supports children's emotional well-being. There is an effective key-person system for children. Parents can clearly identify who their child's key person is, as can those children who are older enough to discuss this. This means that children feel secure in staff's care and are developing strong and positive relationships with the staff in the setting. Babies have very secure attachments with staff in their room. The gradual approach to settling-in sessions shows their respect for children's needs and feelings. Staff are vigilant in the baby room as to what makes children upset and recognise when a new baby does not appear to like the main door in the room being opened and closed. Staff are sensitive to the child's needs and close the door to ensure that she feels safe in her new environment. This demonstrates the good approach that staff have in ensuring children's feelings are valued within the setting.

Children demonstrate a good understanding of healthy practices through routines, such as hand washing. They are confident, where it is age appropriate, in managing their own needs and access the toilet area independently. As a result, children learn to manage their own personal care. Those who are slightly younger and learning to toilet train are fully supported to use the toilet area by caring and encouraging staff. As a result, children show their sense of pride and achievement when they go to the toilet for the first time at the setting. Children are beginning to develop a good understanding of healthy lifestyles, as they are provided with a nutritious lunch, which is fully prepared by the nursery chef. They also enjoy nutritious and well-balanced snacks. Staff maximise this opportunity to ensure children self-select their own foods and pour their own drinks; using this time as a valuable learning opportunity to encourage children's mathematical development. Staff use a monitor to listen out when babies are sleeping and supplement this with regular checks on the sleep room, to ensure babies can rest in safety. Older children are encouraged to keep scissors on one table when they are cutting and as a result, they learn how to manage risk safely. Staff value the importance of fresh air and exercise, which they promote well. Children are provided with appropriate opportunities go outdoors and enjoy energetic play. Children in the pre-school room access an area independently from the playroom. Younger children play in the front enclosed garden area, which is used effectively to support their age and stage of development. However, when the older children join them, this space becomes too busy for staff to optimise the learning opportunities, which were previously taking place. Pre-school children are confident to discuss how they feel from completing physical exercise, with comments such as, 'Phew! That must have made me so tired doing all that running'. As a result, children are developing their understanding and the importance of physical exercise and the effect it has on their bodies.

The environment is well resourced, which supports children's all round development. All children access a good range of resources, which is arranged effectively, so that they can access equipment independently. Children behave well because staff are good role models; they are polite, caring and listen carefully to children. They apply clear, consistent boundaries and as a result, children are cooperative and considerate. Children consistently say please and thank you at mealtimes and during play with each other. They are aware

of the boundaries that have been set and behave very well in the setting. Babies have access to a wide range of heuristic resources, which enables staff to follow the babies' leads in play. They too have a social lunch experience, where they sit together in high chairs, which are all at the same level, so that they can easily interact with each other.

The effectiveness of the leadership and management of the early years provision

Children's welfare is well fostered because all staff fully understand their roles and responsibilities in protecting children from harm. All staff attend regular safeguarding training. Consequently, they are able to follow the setting's policies and procedures confidently if they have a concern about a child's welfare. The management team understand their responsibility to ensure all staff are suitable to work with children and have recently upgraded all staff suitability checks under the Disclosure and Barring Service. The management team take employing new staff very seriously, in order to ensure that all staff are competent and capable to fulfil their role. As a result, induction for new staff is thorough and there are effective and robust recruitment procedures in place. Management and all staff have a very good understanding of their roles and responsibilities to safeguard children and to adhere to welfare requirements. There are effective contingency plans in place for when staff maybe absent. As a result, safeguarding procedures are strong and robust.

The management team are passionate about their work. They are actively involved in working with children and alongside staff each day; as a result, they know children well and children feel confident in their company. The management team are aware of what constitutes good quality teaching and discuss staff's practice with them during staff appraisals and team meetings. They appropriately monitor the educational programme but, as yet, the management team have not introduced more astute methods, such as peer observations, in order to more sharply evaluate the impact of staff's practice with children and enhance their learning even further. Staff access a range of training courses, which has a positive impact on the quality of teaching. As a result, children now have more opportunities learn new skills, because members of staff have improved their understanding of how young children learn. The team constantly discuss their practice and reflect on the positive changes they can make to the setting. For example, the setting's self-evaluation form is used as a working document, to clearly identify areas for improvement. The management team have identified that they would like to further improve the way that they monitor the educational programme and have been proactive in organising visits to surrounding early years providers to share and discuss good practice. Parents, staff and children actively contribute to the self-evaluation process through discussions and regular communication. As a result, the capacity to continuously improve is very good and the outcomes for children are held in the highest regard.

Strong partnership working, with parents, other settings and external agencies, is well established. This results in an effective collaboration to support children and their families. In particular, those with special educational needs and/or disabilities are fully supported. This is because the setting has built effective partnerships with professionals from the

local children's centre, health visitors, and speech and language therapists. These close relationships enable staff to fully embrace the advice given to families and tailor learning within the setting to meet the needs of individuals. Parents are highly complimentary of the service they receive at the setting and comment favourably on the strong partnerships they have with staff and in relation to their child's care, learning and development. As a result, parents feel fully involved in their child's learning and development and feel confident that their children are being supported in the next stage of their learning, such as school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY411434
Local authority	Suffolk
Inspection number	851192
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	52
Number of children on roll	69
Name of provider	Halesworth Day Nursery Limited
Date of previous inspection	17/01/2011
Telephone number	01986 874569

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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